Table 5.1:
Sample First-Grade Diagnostic Interview

CCSS Domain and Standard (1.NBT)	Extend the counting sequence (NGA & CCSSO, 2010, p. 15).
Interview Prompt	"I am going to say a number and ask you to continue counting on from that number—97." Have the student continue counting until 120. "Write the numbers 97, 105, 115." Show the student a model using place-value materials (83), and ask the student to write a number to represent the value.
Conceptual Understanding	Have the student describe how he or she is solving the prompt. "How did you know what number comes next? How do you know what number to write? Which number matches the value in the model? What does that mean?" Ask students to think about the pattern in counting they know and to demonstrate place-value understanding. For example, "I know that this number is 105 because the digit 1 represents one hundred, and there are 0 tens and 5 ones." Does the student use correct language?
Procedural Fluency	Is the student fluent in the counting sequence? Is the student easily able to transition from values under 100 to over 100? Does the student have correct numeral placement? (A common misconception for 105 is often 1,005 as students attempt to account for the 100.)
Disposition	Does the student exhibit confidence and persist when solving the problem?
Ineffective Strategies	Does the student have to recount, start over, or write it down to count?
Student Prerequisites and Misconceptions	Does the student indicate misunderstandings in the counting sequence, place value, or understanding of place-value models?

Diagnostic Interview

CCSS Domain and Standard	
Interview Prompt	
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